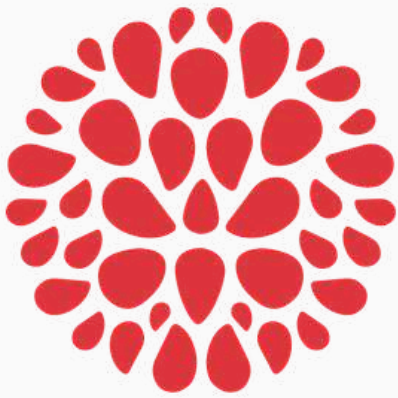




ADVANTAGE
SCHOOLS



THE CHALK
HILLS ACADEMY

WHY WORK FOR US?

ABOUT ADVANTAGE SCHOOLS

At Advantage Schools, we aim to provide all children with the highest quality of teaching of an excellent curriculum, which enables them to become highly educated and active participants of society.

You'll be working alongside an expert team of colleagues within a forward thinking, collaborative and supportive trust.

We provide sector-leading professional development offer and extensive networking opportunities, and excellent opportunities to develop and grow in a successful and expanding trust.

ABOUT THE ROLE AND YOUR APPLICATION

This post would suit a highly motivated individual whose values are aligned with ours. You need to want this school to be the best, full stop.

You will be well supported in developing your competencies as a valued member of our trust wide education team and you'll be working alongside a smart group of friendly and supportive colleagues in order to achieve our ambitions collectively.

To apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

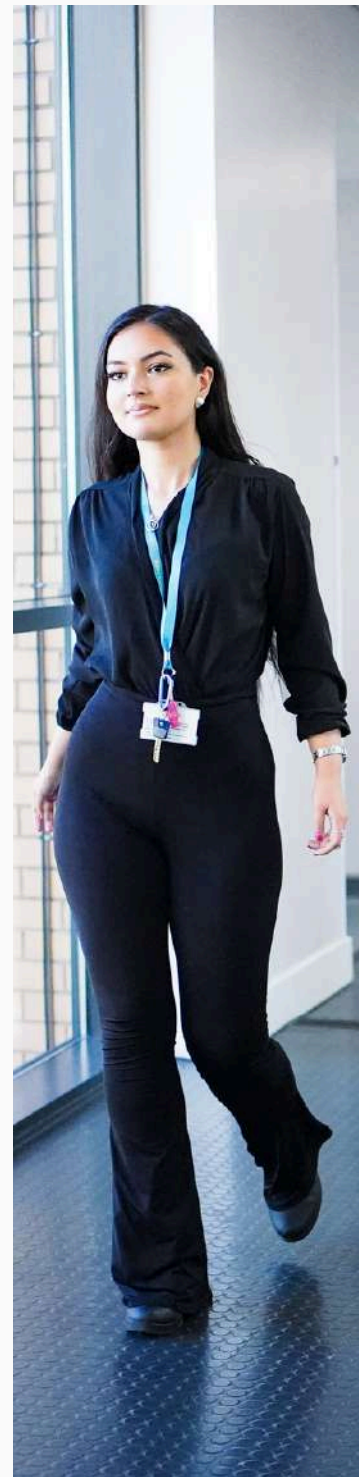
Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on: www.advantageschools.co.uk/join-us/work-for-us

SAFEGUARDING

The safeguarding and welfare of children is paramount and all our staff share this view. Applicants must be willing to undergo safeguarding and child protection checks including with past employers and the Disclosure and Barring Service.

ABOUT THE CHALK HILLS ACADEMY

- £35 million state of the art building with well-equipped classrooms, in an Ofsted rated 'Good' school.
- Unparalleled CPD opportunities catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding academy
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance
- An academy 'Social and Wellbeing' team.



WHAT OUR STAFF SAY

LEARNING SUPPORT ASSISTANT

My favourite part of the job is working with such a diverse, motivated and responsive group of learners. Seeing the pupils progress both in their learning and personal development, giving them the confidence to transfer their newly acquired skills into further learning, is the most rewarding thing anyone can do.

MIDDLE LEADER

At The Chalk Hills Academy, every single child matters and every single child's future matters. Working with such a fantastic team of teaching colleagues, prepared to step in and deliver outstanding teaching to every single child matters; to give every single child that chance of a future full of opportunities.

INTEGRITY, AMBITION, EXCELLENCE

Welcome to Advantage Schools; a high-performing family of ten schools.

We unashamedly believe in high attainment. Our schools seek to transform the life-chances of the young people in our care. We do this through very high expectations – of behaviour and conduct, of hard work and of determination and perseverance – alongside the very best knowledge-based curriculum.

At Advantage Schools, we commit to ensuring that pupils will be able to learn in an environment that is free from disruption so that they can chase their dreams and fulfil the aspirations they share with parents and colleagues. A broad curriculum places pupils in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all pupils and one which is empowering.

We also pride ourselves on the additional opportunities available to pupils outside of the classroom. Our extensive extra-curricular programmes include residentials, sports and music so that we develop well-rounded young people.

Our schools work together to provide teachers and support staff with the best possible training. In partnership with families, we work hard to ensure that pupils have the widest possible opportunities in their lives.

Our schools' doors are open in every sense:

- we are in the centre of our communities, inviting them in regularly and celebrating the richness of our local area and those we serve;
- we collaborate with other professionals and schools, sharing our work to benefit pupils across the country;
- we celebrate what we do while maintaining humility in accepting feedback so that we can continue to improve.

We run our schools in the best interests of the pupils, guided by our principle that *"it must be good enough for our own children or those that we care deeply about to be good enough for our pupils"*.

"Educating children, serving the community, achieving exceptional outcomes."

Stuart Lock
Chief Executive





TEACHING & LEARNING AT THE CHALK HILLS ACADEMY

At The Chalk Hills Academy we have defined what excellence looks like and the behaviours required to achieve it. Our lessons consist of 5 parts, providing consistency and structure. A clearly thought-out lesson has set steps that need to be achieved, with parts in between to be filled with more knowledge through scaffolding and challenge. Engaging with pupils about expectations, content and outcomes also helps to boost pupil confidence in the current subject or topic.

At Chalk, we believe in teaching in bite-size chunks and checking for understanding throughout. We deploy various Assessment for Learning techniques to assess pupils' understanding of what has been taught. This includes question and answer and formative verbal and written feedback, including 'live marking'. We conduct regular re-cap quizzes to help pupils recall previously taught key objectives and memory content. This is done primarily during lesson starters.

We know that homework develops study habits and independent learning. At Chalk, pupils are expected to do homework in order to rehearse core knowledge. This can be tracked and monitored, not only by teachers, but also by parents and carers.

Our explicit teaching of effective study strategies prepares pupils for the requirements of independent study and revision as they progress higher up the school and beyond. Out of hours preparation sessions and the Homework Club allow pupils to study in focused environments with access to print and electronic resources. Assessment information is used to set challenging work and ambitious targets for pupils to track their progress over time, to report to parents, and to shape specific interventions for anyone who may fall behind.

We have a Teaching & Learning Team which includes Lead Practitioners who provide training and support to teachers at all levels, not because our teachers are not excellent already, but because we know we can always improve. We are research-informed and we prioritise sharing best practice and principles of high-quality teaching. Leaders at The Chalk Hills Academy are passionate about teaching and learning, teachers at The Chalk Hills Academy are passionate about their subject and pupils at The Chalk Hills Academy therefore develop the same passion for their subjects and for their journey of life-long learning.

ADVANTAGE SCHOOLS VALUES



INTEGRITY, AMBITION, EXCELLENCE

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards.

At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons. We ensure our children, pupils and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our values.

INTEGRITY

We provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.

We act honestly and transparently, advocating for pupils even when this causes difficulties.

We work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff.

We focus on the development of all our colleagues through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

AMBITION

We provide exceptional lessons enabling our pupils to be highly successful.

We share the most impactful approaches to teaching, curriculum and assessment, ensuring an interesting, inclusive and challenging education is on offer in each of our schools.

Our aim is to guarantee excellent 2-19 provision, with clear progression routes for all. You can expect excellent behaviour and conduct at all times, allowing all to make progress and achieve.

EXCELLENCE

We enable all of our pupils to develop and flourish, through close working and regular communication with our families and local community.

Our Cross-Trust focus is to ensure children are supported to meet ambitious targets and to provide exciting opportunities both inside and outside of the classroom.

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, to an onsite car wash, you can be reassured that we have your best interests at heart.



Whole trust training events



Free eye test vouchers



Refer a friend £500 bonus scheme



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



We are in the process of a big benefit review. Watch this space!



Support for all staff with an experienced licensed counsellor



Cycle to work scheme

EDUCATIONAL PARTNERSHIPS



CAREER PROGRESSION

At Advantage Schools, we are committed to helping every colleague grow, thrive, and achieve their full potential. Supporting career progression is at the heart of what we do.

To empower our staff, we provide fully funded opportunities to study for NPQs, along with tailored middle leader training for eligible colleagues.

Additionally, we offer a wide range of CPD training through various partnerships and platforms, giving all staff access to an extensive selection of professional development courses.

Join us and take your career to the next level with our exceptional development opportunities!



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, hot drinks, cinema tickets, gym classes and so much more. It also offers a substantial **wellbeing package**.



MEDICAL

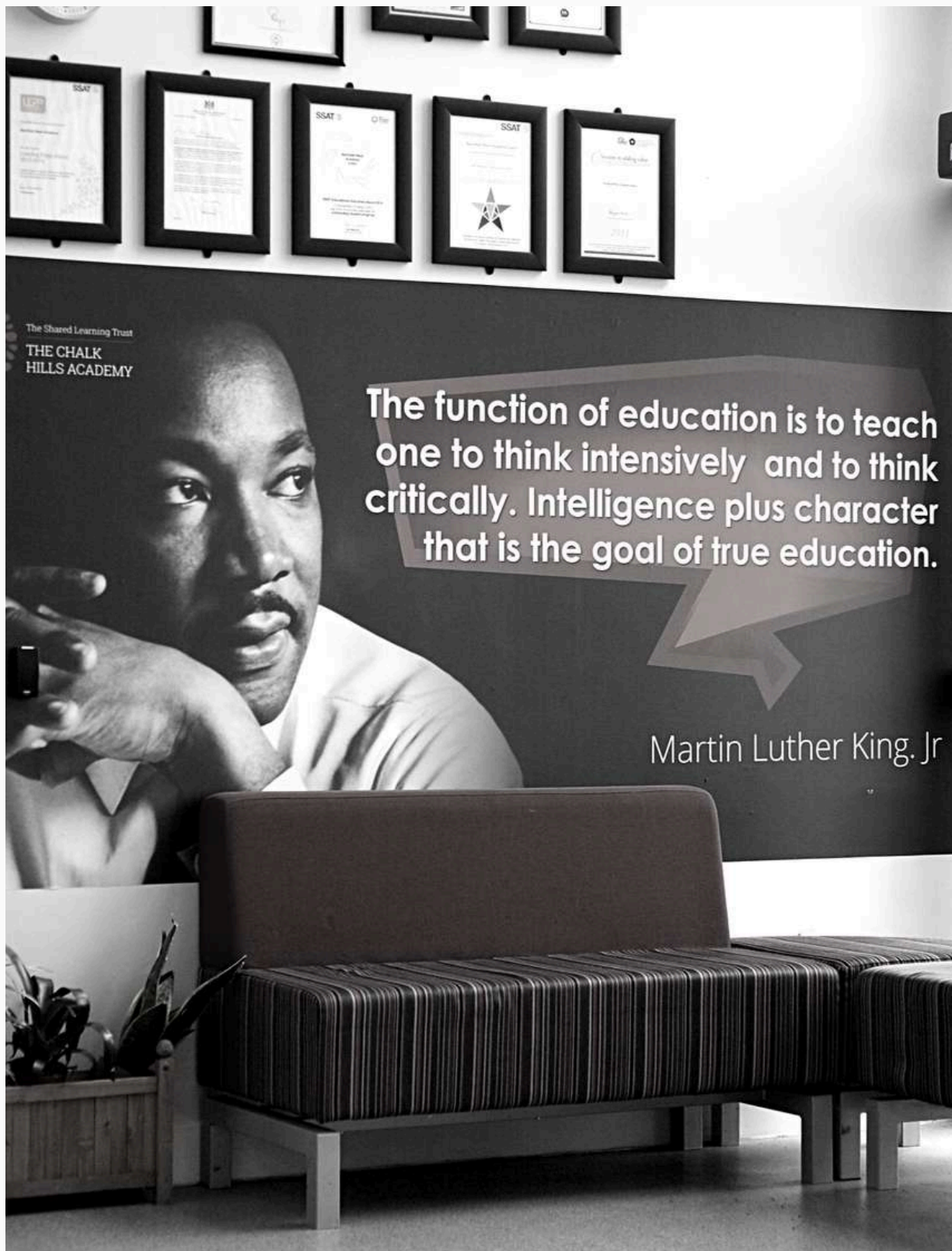
Perkbox also provides 24/7 access to GP appointments, confidential support and guidance through the Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a wellbeing portal, full of resources and videos

RECRUITMENT BOOKLET



THE CHALK
HILLS ACADEMY



SEE MORE AT

WWW.ADVANTAGESCHOOLS.CO.UK

SENCO

We have an exciting opportunity for an experienced SENCO to join our team at The Chalk Hills Academy and will lead the development of our SEND team. We are an oversubscribed school and held in high regard within the community in Luton and we are seeking to appoint an ambitious, enthusiastic and dedicated SENCO with a passion for raising standards through excellence in teaching and learning.

As well as being an excellent subject leader or pastoral leader, the candidate should have a proven track record in leading positive change and have the drive and commitment to ensure that high standards are met. The candidate will appreciate and engage with the latest research and be confident enough to deliver school wide CPD.

Our core focus, and at the heart of everyone's responsibility, is Quality First Teaching. We are ambitious for our pupils, and we understand that this is underpinned by the high-quality lessons that are delivered, day in, day out. We make no exceptions and no deals in our approach to Teaching, because we know that it is right for our context. Staff and students of The Chalk Hills Academy are aligned to our Playbook approach and are reaping the benefits. Any new applicants will receive an enhanced on-boarding & induction process to support staff in implementing our core teaching routines.

At The Chalk Hills Academy, our values of Integrity, Ambition, Excellence are underpinned by very high expectations and drive in everything that we do. We have a powerful culture which is warm but strict, based on clear routines, systems, and structures. As a result, our teachers enjoy their teaching with impeccable behaviour in lessons and hardworking, highly motivated pupils.

Key Duties:

- Strategic development of SEN policy and provision
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
- Have an overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the School improvement plan (AIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN
- Providing high quality line management so that the SEN dept is well managed and deployed, all are successfully engaged in learning and all pupils reach high levels of progress in relation to their abilities
- Lead & manage an Assistant SENCO, 10 LSAs and the School Nurse

The successful candidate will

- Qualified Teacher Status (QTS) & (NASENCO) or National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators.
- Data Analysis: Ability to track pupil progress, identify gaps in achievement, and measure the impact of specific interventions.
- Statutory Framework Expertise: Deep understanding of the SEND Code of Practice, EHCP processes, and funding mechanisms.
- Coaching & Mentoring: The ability to upskill classroom teachers and Learning Support Assistants (LSAs) on Quality First Teaching strategies.



- Inclusion Background: Proven experience working directly with a diverse range of SEND needs (e.g. ASD, ADHD, Dyslexia, SEMH). Be effective when dealing with Multi-Agency Collaboration.
- Resilience & Emotional Intelligence, Exceptional Diplomacy, Solution-Focused Mindset & Authority with Empathy
- Be an experienced leader who can manage staff and support colleagues to achieve targets set.
- Have experience of a large multicultural school
- Be committed to safeguarding and promoting the welfare of children and young people
- Have excellent communication skills and enthuse staff and implement ideas

Job specifics

Start Date: September 2026 or following notice period

Salary: AST 1-12 dependent on experience, plus an allowance of £10,174

Job role: Full time, Permanent

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Job Description

Class Teacher for Secondary

PURPOSE OF POST

The appointed candidate will be qualified and experienced in Secondary teaching. We are looking for candidates with a passion for securing pupil success, and proven track record of working with children.

Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated pupils. They should be good communicators and should be able to engage effectively.

Following the role and professional responsibilities of teachers. This job description is set within that framework and on the National Standards for Qualified Teachers and is aligned with teacher’s expectations for Performance Management.

Responsibilities	Key Tasks	Task Evidence
Teaching and curriculum delivery	<ul style="list-style-type: none"> • Set goals that stretch and challenge pupils of all backgrounds and prior attainment. • Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils. • Plan and prepare lessons to meet the learning needs of all pupils. • Teach lessons in alignment with the School playbook and to ensure approaches to teaching are supported by robust research evidence and professional judgement. • Use teaching time and resources effectively • Set/mark appropriate, challenging work and monitor completion. • Record and report on the progress and attainment of pupils. • Set and monitor the completion of appropriate homework. 	Planning file. Lesson observations. Work sampling. Tracking date and pupil report



	<ul style="list-style-type: none"> • Work with colleagues within the school and wider trust to develop, implement and review effective curriculum plans, schemes of work, course materials and assessments • To work with other teachers and staff to identify, develop and if appropriate deliver staff training • To remain up to date with national trends in education and in RE teaching and to implement developments in curriculum design and delivery to reflect these, promoting the value of disciplinary scholarship • Promote and contribute to high standards of literacy and to proactively teach disciplinary literacy as appropriate to RE • Where appropriate, to mentor staff new to teaching, staff undertaking teacher training programmes and other staff as appropriate • To target and monitor individual pupil progress and use data proactively to identify and drive individual and group improvement to maximise achievement • To propose actions based on data related to pupil learning to the Senior Leadership Team 	
<p>Pastoral Care and Supervision</p>	<ul style="list-style-type: none"> • Form Tutoring • Contribute and uphold the school culture to ensure a safe and purposeful environment for pupils, rooted in mutual respect • Have high expectations of pupil behaviour, working within the school behaviour policy to use praise, sanctions and rewards consistently and fairly • Provide guidance to pupils on social and behavioural issues. • Supervise pupils in lessons, transitions, breaks, moving around the school and off-site. 	<p>Lesson observations.</p> <p>Planning file and behaviour logs</p>
<p>Communication and Liaison</p>	<ul style="list-style-type: none"> • Inform parents of half-termly curriculum plans. • Plan and lead parent consultation sessions at parent evenings, with a focus on curriculum issues and pupil progress. • Liaise with parents and outside agencies to support pupils. • Provide relevant information to other schools as necessary. • Provide information for trustees if necessary • Attend staff meetings and professional development sessions and to work collaboratively with colleagues. • Work in partnership with support staff and provide clear guidance for additional adults in the classroom to support learning. 	<p>Parent meetings.</p> <p>Communication to parents.</p> <p>Liaison meetings/transfer forms.</p> <p>Committee/staff meeting minutes.</p> <p>Communication books.</p>
<p>School culture</p>	<ul style="list-style-type: none"> • To be responsible for promoting and safeguarding the welfare of pupils and for raising any concerns in line with School procedures • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Communicate effectively with parents with regards to pupils' achievements and well-being 	<p>INSET/Training record.</p>



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| | <ul style="list-style-type: none">• Encourage pupils to take a responsible and conscientious attitude to their own work and study• Attend agreed professional development courses/school and trust training• Participate in staff development conversations and reviews.• Adhere to GDPR, H&S and EDI responsibilities | |
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Expectations of teachers paid on the Advantage Schools Pay Scale at points 7 to 12 (equivalent to Upper Pay Scale)

Advantage Schools Teacher Pay Scale (7-12) is the equivalent to Teachers on the Upper Pay Scale who are expected to accept additional responsibilities that make a substantial and sustained contribution to the success of the school. This includes:

Significant contribution to the implementation of work-based policies and practice.

- Consistently exemplifying high quality enactment of the School Playbook within teaching
- Ensuring all pupils achieve in line with school expectations, with many exceeding them.
- Play a proactive role in the professional development of colleagues within the school and wider trust. This may take the form of coaching/mentoring colleagues, modelling practice to colleagues within and beyond the classroom, and/or contributing to or leading on structured professional development sessions
- Taking full advantage of professional development opportunities and using the outcomes effectively to improve pupils' learning.

This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Principal to undertake any other duties commensurate with this role.



Person Specification

Candidates will be assessed on the following:

Essential	Desirable
<p>Qualifications/training:</p> <ul style="list-style-type: none">• First degree• Qualified Teacher Status• National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators• GCSE maths and English at Grade A* to C or equivalent• An enhanced DBS certificate	<ul style="list-style-type: none">• Evidence of continued engagement in professional development, including safeguarding training• Subject related degree at 2:1 or higher• Master's degree
<p>Knowledge and experience:</p> <ul style="list-style-type: none">• Successful, recent experience of teaching within Secondary education• A track record of achieving successful outcomes for pupils at all prior attainment levels• Knowledge of the principles of assessment and the role assessment plays in informing teaching and learning• Experience of collecting and analysing pupil data to set, monitor and achieve pupil performance targets• Experience of successfully supporting pupils as a form tutor or in a pastoral role• Experience of working constructively to achieve team objectives• Knowledge of developments curriculum models for your subject, including knowledge of the National Curriculum• Computer literate	<ul style="list-style-type: none">• Experience of contributing to curriculum planning, creating and delivering engaging and challenging programmes of study• Experience of peer observation and peer coaching processes
<p>Skills & Aptitude:</p> <ul style="list-style-type: none">• Ability to consistently provide a high quality, welcoming and supportive learning environment for all pupils• An ability to communicate clearly and accurately both orally and in writing• A willingness to work constructively with parents, encouraging an interest in their child's education• Ability to communicate effectively with colleagues, making a positive contribution to a• team, whilst valuing and respecting the expertise and the contribution of others• Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development	



<p>Personal:</p> <ul style="list-style-type: none">• Willingness to work efficiently and effectively within the school framework for teaching and learning, codified in the School Playbook• Responsibility for promoting and safeguarding the welfare of children, young people and vulnerable adults and for raising any concerns• Ability to form and maintain appropriate relationships and personal boundaries with children, young people and vulnerable adults• Willingness to continuously update skills and knowledge• Emotional resilience and a flexible approach accommodating changing priorities and working patterns• Awareness of health and safety requirements relevant to the job• Well organised and efficient• Ability to work on own initiative• Ability to work as part of a team within a busy environment – good team player• Excellent verbal and written skills• Enthusiastic with a positive approach to new ideas and developments• Flexible to meet the changing needs of the school• Energy, drive and enthusiasm to support change in the future development of the school• Self-motivated• Demonstrate commitment• Approachable and compassionate• Aspirations for the future	
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We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.